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THE CLASSICAL WEEKLY

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Some time ago I received a letter from a teacher isolated in a small town, asking me to suggest to her an equipment of periodicals, English and foreign, dealing with the Classics from the pedagogical side, charts, maps, pictures, lantern slides, etc., which might be of service to a classical teacher in a High School. In connection with a Summer School course, whose membership consisted chiefly of teachers, the same question was asked of me more than once.

It is manifest that the answer to such a question will be largely subjective. However, since there seems to be a real demand for an answer, and since THE CLASSICAL WEEKLY aims, above all else, to be of substantial assistance to its readers, I jot down herewith some memoranda bearing on the question, keeping in mind primarily the teacher in the High School. No attempt has been made to cover the field exhaustively. Additions to these memoranda from other hands will be welcomed.

Under the head of periodicals, one mentions naturally The Classical Journal and THE CLASSICAL WEEKLY. If one wishes to keep in touch with what is being done in Classics, he should have The Year's Work in Classical Studies, which is obtainable through G. E. Stechert and Co., 151 West 25th St., N. Y. C., at about 90 cents. This book, published by The Classical Association of England and Wales, gives a good survey of the work in Classics, Greek and Latin both: Volume 6, for 1911, devoted 188 pages to Excavations, Archaeology, Numismatics, Religion and Mythology, Inscriptions, History, Grammar, Lexicography and Metric, Palaeography and Textual Criticism, Papyri, Literature, Roman Britain, Hellenistic Greek, New Testament, Modern Greek. The more important writings in these fields, articles or books, are named and an estimate of their value is given. Briefer resums of the year's work in Classics, prepared by various American scholars, may be found in The International Year Book (under Archaeology and Philology) and in The American Year Book (under Classical Archaeology, Epigraphy, Ancient Literature, Indo-Germanic Philology, Greek Literature, Latin Literature, Methods of Instruction in Latin and Greek).

A large part of one number of each volume of The American Journal of Archaeology, Second

Series, is devoted to the review of archaeological discussions of the preceding year, and to a bibliography of archaeological books for the same period. Thus in the current volume (16) pages 253-317 deal with archaeological discussions in 1911, pages 318-342 with archaeological books published in 1911. These two reviews have been a feature of The American Journal of Archaeology since 1898. The archaeological literature prior to 1897 is well represented in the volume for 1897, in the Appendix, pages 128 following.

We may note here that Professor C. L. Meader, of the University of Michigan, has published A List of Books Recommended for a High School Classical Library by a Committee of the Michigan Schoolmasters' Club (The Macmillan Company, ten cents). Mention may be made also of Professor Kelsey's Fifty Topics in Roman Antiquities and his Topical Outline of Latin Literature (Allyn and Bacon). In the Swarthmore College Bulletin Professor Walter Dennison has published recently a list of books of value to students of classical antiquities. See also The Teaching of Latin and Greek in the Secondary School, by C. E. Bennett and G. P. Bristol (New Edition, 1911), pages 197-201, 331-332.

Lantern slides may be obtained from George R. Swain, Lockport, Ill., Arthur W. Cooley, Auburn-dale, Mass., T. H. McAllister, 49 Nassau St., New York City, etc. Through Professor F. W. Shipley of Washington University, St. Louis, one may get very excellent lantern slides based on the remains and reconstruction of the famous Saalburg Camp (for an account of the Camp and of the Saalburg collection at Washington University, St. Louis, see THE CLASSICAL WEEKLY 2.100-103). These slides throw light not only on Roman arms and on Caesar, but on Roman occupations—e.g. the work and the tools of the carpenter, the stone-mason, the metal worker, the blacksmith, the farmer. See also the paper by P. Gardner and J. L. Myres, Classical Archaeology in Schools (Oxford University Press. 35 cents).

Large classical maps can be obtained best in this country through Rand, McNally and Co. Everyone is familiar with the Classical Atlases published by Ginn and Co. and B. H. Sanborn and Co. Two other collections of maps, both excellent and cheap,

may be named, one by Putzger, *Historische Schul-Atlas der alten, mittleren und neuen Geschichte* (in 234 Haupt- und Nebenkarten (Leipzig: Velhagen and Klasing, 1901, 3 mk.), and the other, cheaper still, by W. Sieglin (Gotha: J. Perthes, 1.20 mk.).

I repeat what I said in *THE CLASSICAL WEEKLY* 4.29-30, that the very best cheap collection of pictures illustrating the life and the art of ancient times is that by H. Muzik and F. Perschinka, published at Leipzig by Freitag in 1909, at 4.40 marks, about \$1.00. Max Sauerlandt's *Griechische Bildwerke* (Leipzig, K. R. Langewiesche, 1907, 1.80 Mk.) is very good. So, too, is H. Luckenbach's *Kunst und Geschichte, Erster Teil: Abbildungen zur Alten Geschichte* (7th edition, Berlin, R. Oldenbourg, 1908, 2 Mk.). A more costly work, of great value, is Th. Schreiber's *Atlas of Classical Antiquities*, translated by W. C. F. Anderson (The Macmillan Co., 1895, \$6.25). A valuable series of tablets or charts, illustrating such topics as the Greek and Roman house, the theater, etc., is that by Cybulski, published by K. F. Koehler, Leipzig, 4 Mk. each; these charts are in colors and are large enough for class use.¹

C. K.

WHAT'S IN A NAME?²

The young student of ancient literature is distinctly annoyed by proper names. In the first place the pronunciation of them, he thinks, is a bother, and often, like the spelling, is a variable between rather wide-set limits. Then, too, names give the teacher a chance to ask uncomfortable questions on mythology and history and geography. Besides, when the pupil does look them up he not seldom decides upon the wrong meaning. For instance, *Gallus* at the beginning of a sentence may mean Gallus, the Roman gentleman immortalized by Becker, or it may just as likely mean a Gaul, or a cock, or a priest of Cybele, or an Asiatic river mentioned by Strabo. The dictionary puts the student face to face with the duty of choice, and nothing is more like work than enforced mental discrimination. On the whole, if some classic narrative had been written without a single proper noun, I fancy that it would have become a student favorite.

But the difficulties of an early stage often become the pleasures of a greater proficiency; and I believe a certain satisfaction and security may come from squarely facing these continual intruders into the translation task, from giving them individual attention. Let us consider only the personal names, such as one encounters in the pages of Cicero or Horace. To one who will study them they are eloquent. Their derivations take us to far away barbaric tribes, or to the iridescent fantasies of

Greek story. The name, like the apparel, oft proclaims the man. Names are patrician or plebeian or servile. Nicknames, affectionate or derisive, are character-sketches compressed into single words. Some personal names do not stand for persons that one meets in the flesh, but are literary types, such as are Tityrus, Micawber, Malaprop. The pagan superstition that the correct understanding of the name of a man or a deity gives a certain power to him who understands has in it a grain of truth. If we have an easy familiarity with the names of the ancient Romans, we are on the way to a more sympathetic understanding of their personalities. For the really interested student, the leisurely student—his race is not extinct—I can think of no more fascinating subject for private investigation. Because proper nouns are derived so readily in most instances from appellatives, no profound knowledge of etymology is requisite. Even an elementary student with any bent toward word-analysis (the helpful habit which Ruskin calls studying the letters) will find countless interesting parallels between ancient and modern customs of naming.

Among the Greeks the advent of a son presented a boundless choice of names. Where there were so many and so glorious names, both those direct from the gods (Diodotus, Hermogenes, Dionysius) and generous desideratives (Sophocles, *σοφία κλεῖν*; Andronicus, *ἄνδρας νικᾶν*; Callicrates, *καλῶς κρατεῖν*; Agathemerus *ἀγαθὴ ἡμέρα*), not to speak of the 'scripture names' to be found in Homer, or of the horsey names (Philippus, Hippocrates, etc.), it was inevitable that some perplexity should arise. The legal right of choice lay with the father, but in practice, as everybody remembers from the passage in the *Clouds*, considerations of peace in the family might effect a compromise. I suppose it is impossible to determine to what extent modern parents of various nationalities express in the name given to the child their hope of what the child will become. Our Puritan forefathers affected such names as Patience, Hope, Peaceable, Increase; similarly in early Christian inscriptions we find Fides, Spes, Berecunda, Irene, Agape, and others equally virtuous. Though the Greek possessed but one name at a time, it was not uncommon for a man's name to be changed. Plato was originally Aristocles; Theophrastus was so named by his master Aristotle for his 'divine eloquence'; the new name of Saul of Tarsus was assumed, according to the traditional view, to commemorate his first important convert, Sergius Paulus, Roman governor of Cyprus. However, Paul was a Hebrew and had behind him the patriarchal days when seemingly trivial incidents were deemed good cause for declaring 'henceforth thou shalt be called' so-and-so. This outright substitution of one name for another is not a custom of the Romans; keeping their old names they signalized personal triumphs by adding significant

¹ See the Note below, page 71.

² This paper was read at the Sixth Annual Meeting of the Classical Association of the Atlantic States, at Philadelphia, May 4, 1912. Dr. Colburn was then at Swarthmore College; he has since gone to the University of Missouri. C. K.